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ABSTRACT

Several federal laws that address the issue of sex equity in education and employment do so in part by placing personnel in official and advisory positions at the state and local level to effect equity. In vocational education, Public Law 94-482 mandates vocational education sex equity personnel (in most states entitled "sex equity coordinators") to fulfill ten specific functions relating to creating and promoting sex equity in educational programs. Coordinators could carry out these mandates more effectively if they could form cooperative linkages with other personnel mandated by other federal laws. These personnel include coordinators under Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973; members, especially women members, of local advisory councils on vocational education under Section 105 of Public Law 94-482; compliance officers under Office of Civil Rights Guidelines; state coordinators under the Career Education Incentive Act of 1977; assistance and training personnel under Title IV, and field officers of the Equal Opportunity Commission under Title VII, of the Civil Rights Act of 1964; planning and private Industry Council members under the Comprehensive Employment and Training Act Amendments of 1978; and affirmative action staff under Section 503 of the Rehabilitation Act of 1973. These personnel, in turn, could benefit from the help of the sex equity coordinators. (KC)

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RESOURCE LINKAGES FOR SEX EQUITY

THE POTENTIAL FOR LINKAGES BETWEEN THE VOCATIONAL EDUCATION SEX EQUITY COORDINATOR AND OTHER LEGALLY APPOINTED EQUITY PERSONNEL

June, 1981

Prepared by The National Advisory Council on Vocational Education

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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NACVE

June, 1981

Dear Colleague:

The National Advisory Council on Vocational Education is pleased to present "Resource Linkages for Sex Equity" to you. We hope to fulfill two purposes through this paper: to acknowledge the many existing resources at the state and local levels that serve to promote equity in education and employment; and, to encourage the development of cooperative linkages among all the various resources. We believe that such cooperative arrangements could help enhance the level of equity in education and employment, and, as a result, improve the quality of services provided to students.

Sincerely,

Carol S. Gibson
Chairperson

P.S. We are sending this report to all state directors of vocational education, state sex equity coordinators, and SACVE chairpersons and executive directors. We would be pleased if you would, in turn, make and send copies of the report to others whom you think might be interested in or benefit from the information contained in it.

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RESOURCE LINKAGES FOR SEX EQUITY

The Potential for Linkages Between the Vocational Education Sex Equity Coordinator and Other Legally Appointed Equity Personnel

Several federal laws which address the issue of sex equity in education and employment do so in part by placing personnel in official and advisory positions at the state and local level to effect equity. In vocational education, Section 104 of Public Law 94-482 requires states to reserve $50,000 of the federal education money they receive to establish full time personnel to enhance the degree of sex equity in vocational education programs. Section 105 of the same law, Title IX of the Education Amendments of 1972, Titles IV and VII of the Civil Rights Act of 1964, Sections 503 and 504 of the Rehabilitation Act of 1973, and the CETA Amendments of 1978 create personnel in other areas of education and employment to be responsible for equity. With common mandates, the vocational education sex equity personnel and the other legally appointed equity personnel could better fulfill their own responsibilities and the cause of sex equity by forming cooperative linkages with each other.

Responsibilities of the Sex Equity Coordinator

The sex equity provisions of PL 94-482 mandate the vocational education sex equity personnel, in most states entitled "sex equity coordinator," to fulfill ten very specific and wide-ranging functions. The coordinator is required to:

1. Create awareness of programs and activities within the state to reduce sex bias;
2. Gather, analyze, and disseminate data on the status of men and women, students, and employers in vocational programs;
3. Develop and support means of correcting problems discovered in the process and create awareness of the Title IX complaint process;
4. Review the distribution of state contracts to ensure that the needs and interests of women are addressed;
5. Review all vocational education programs in the state for sex bias;
6. Monitor implementation of laws prohibiting sex discrimination in hiring, firing, and promotion procedures relating to vocational education;

7. Assist local educational agencies in improving opportunities for women;
8. Make information gathered through these processes available to appropriate state and federal agencies;
9. Review the self-evaluations required by Title IX; and,
10. Review and submit recommendations for state plans.

In fulfilling these responsibilities, particularly the second and third ones, the sex equity coordinator may offer assistance to and receive assistance from other similarly entitled education and employment personnel.

Other Legally Appointed Personnel

Federal legislation has created other official and advisory positions at the local and state level to work toward equity in education and employment. In the education sphere, those charged with responsibility for equity include:

Coordinators - Title IX of the Education Amendments of 1972
Designed to eliminate sex discrimination in education programs and activities receiving federal assistance, Title IX requires recipients to designate at least one employee to coordinate compliance efforts, i.e., to evaluate policies and practices, to modify discriminatory policies and practices, and to remedy the results of discriminatory policies and practices. This self-evaluation must be made available to the U.S. Office of Civil Rights.

Coordinators - Section 504 of the Rehabilitation Act of 1973
Section 504 states that "no otherwise qualified handicapped individual shall, solely by reason of handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance" and requires recipients employing 15 or more people to designate at least one person to coordinate efforts to comply with the law. Though there is no direct mention of sex discrimination in this antidiscrimination clause, the problem of handicap discrimination can be exacerbated by sex discrimination, bias, and stereotyping.

LACVE Members -- Section 105 of PL 94-482
Section 105 requires recipients of federal vocational education funds to certify the establishment of local advisory councils on vocational education (LACVEs) and to consult with the councils in the development of their applications to their state boards. LACVE memberships must include "appropriate representation of both sexes and of the racial and ethnic minorities" found in the programs, schools, communities, and regions served by the local councils. Concerned members can have bearing on the equality of programs through the provisions of the agreement between the local recipient and the state board.

Category 17 SACVE Members - Section 105 of PL 94-482
Of the 20 categories specified by Section 105 for membership on State Advisory Councils on Vocational Education, the 17th requires women with backgrounds in employment and training programs knowledgeable about sex discrimination and stereotyping in job training, vocational education, and employment and minority women with special knowledge about discrimination in job training and employment against minority women. The Category 17 member can serve to encourage the SACVE to make recommendations about sex equity to its state board of education.

MOA Compliance Officers - Office of Civil Rights Guidelines
The Office of Civil Rights issued guidelines in March, 1979, that required states to develop a compliance program, and methods of administering it (MOA), to prevent, identify, and remedy discrimination on the basis of race, color, national origin, sex, and handicap in vocational education programs. The guidelines further required states to designate one or more persons to carry out the program that had to include: 1) collecting and analyzing civil rights related data and information that subrecipients compile for their own purposes or that they submit to state and federal officials under existing authorizations; 2) conducting periodic compliance reviews of selected subrecipients; 3) providing technical assistance upon request to subrecipients; and, 4) periodically reporting the state agency's activities and findings to the Office of Civil Rights. State level compliance officers would be a good source of information about the level of equity in local vocational education programs.

State Coordinators - Career Education Incentive Act of 1977
Part of the Act requires states to establish a career education coordinator to administer career education programs. The coordinator must be familiar with career awareness, decision making and planning processes, and must be knowledgeable about the problems of sex discrimination, bias, and stereotyping. The coordinator must ensure that career education programs are free from sex bias and stereotyping. (Some large local education agencies have established local career education coordinators.)

Assistance & Training Personnel - Title IV of the Civil Rights Act of 1964
Title IV provides federal money for regional desegregation centers, special training institutes, state agency grants, and local education agency programs for training, technical assistance, and advisory services in sex, race, and national origin discrimination.

Some federal laws that prohibit discrimination in employment also establish local and state level equity personnel. Given vocational education's close connection to employment and its responsibilities for providing placement services, equity resources in this area are important. Some of them include:

Planning & Private Industry Council Members - CETA Amendments of 1978
CETA legislation requires prime sponsor plans to ensure that employment and training services are provided to those most in need, that nondiscrimination and equal employment opportunities are provided, that procedures are developed leading to skill development and job opportunities for participants in occupations traditionally limited to persons of the opposite sex. The legislation creates prime sponsor planning councils to help in the development of the plans and the private industry councils to increase the involvement of the business community in the planning process and to enhance private sector employment opportunities for the economically disadvantaged. Organizations serving women and businesses owned by women are to be represented on these councils.

Affirmative Action Staff - Section 503 of the Rehabilitation Act of 1973
Section 503 requires federal (sub)contractors with one or more federal (sub)contracts of $2500 or more to take affirmative action to employ and advance in employment qualified handicapped people. As in 504, there is no specific mention of sex discrimination, but double discrimination, bias, and stereotyping occurs in employment as well.

Field Officers of the Equal Employment Opportunity Commission - Title VII of the Civil Rights Act of 1964
Title VII prohibits discrimination on the basis of race, color, religion, sex, and national origin by public and private employers of 15 or more employees and establishes the Commission and its regional offices to ensure equal opportunity in employment. The Commission investigates individual charges of employment discrimination and brings class action suits against private firms. It also provides technical assistance.

These federally legislated education and employment personnel may be supplemented by personnel created by state laws to prevent sex discrimination, bias, and stereotyping in education and employment. Linkages with such personnel would also be possible.

The Potential for Cooperative Linkages

The mandated functions of the sex equity coordinator lend themselves naturally to the development of cooperative linkages. For example, a connection with Title IX is specifically mentioned in functions (3) and (9). Advisory council members and the MOA compliance officers are logical contacts in fulfilling functions (1), (2), and (3). Assistance in function (6), monitoring the implementation of anti-discrimination laws, would come easily from the Equal Employment Opportunity Commission. In turn, the other personnel may find the resources of the sex equity coordinator helpful in fulfilling their functions. For instance, the sex equity coordinator could assist the state career education coordinator by providing information about vocational education programs.

Sharing information, resources, and technical assistance would allow each person more time to pursue other activities and problems. Cooperation and coordination would advance the work of each and might help prevent duplication and unnecessary expenditures. Cooperative linkages would serve to raise the level of equity in education and employment. The result would allow students to choose career paths based on their interests rather than on stereotypes that mold them into lesser roles.

The potential for linkages between the vocational education sex equity coordinator and the other legally appointed equity personnel is as great as the number of people involved. The justification for linkages lies in the commonality of the mandates that created the positions. By becoming aware of the existence of other equity personnel, by avoiding turfmanship, and by surmounting the traditional walls that divide vocational education and academic education, cooperative linkages can be developed.

THE NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION was created by the Congress through the Vocational Education Amendments of 1968 and extended by the Education Amendments of 1976. Its members are appointed by the President. The Council is charged by law to advise the President, Congress, and Secretary of Education concerning the administration and operation of vocational education, employment and training, and other pertinent programs. The Council is to make such other reports or recommendations to the President, Congress, Secretary, or head of any other Federal department or agency as it may deem desirable. The National Advisory Council, after consultation with the National Commission for Employment Policy, is to identify the vocational education and employment and training needs of the Nation, and assess the extent to which vocational education, employment training, vocational rehabilitation, special education, and other programs under this and related Acts represent a consistent, integrated, and coordinated approach to meeting such needs.

In addition, the National Advisory Council is mandated to provide technical assistance and leadership to State Advisory Councils on Vocational Education, in order to assist them in carrying out their responsibilities.

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